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ABSTRACT

Over 350 activities are suggested for primary and intermediate grade students to learn about aging and older adults. They have been designed for with use with already existing curricula, so that teachers will not feel a need to plan an entire unit on aging. Interdisciplinary in nature, the activities are listed according to the subject areas for which they are appropriate: mathematics, social studies, language arts, science and health, physical education, music, and art. The two major sections of the guide present activities for primary grades and for intermediate grades respectively. An introductory section identifies the concepts which the activities aim to develop in categories of income, health and mental health, housing and environment, nutrition, retirement, transportation, and education about aging. A sample math activity at the primary level in the area of nutrition involves students in planning a week of healthful menus for various age groups and calculating the cost of the food. At the intermediate level, a math activity involves students in exploring the concept of reduced income for retired people, its consequences on life style, and things the community can do relative to this problem (such as reduced bus fares). A concluding section for intermediate students presents background information and activities about the treatment of aged people in the Navajo Indian culture. (AV)

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ACTIVITIES FOR TEACHING ABOUT AGING

PRIMARY AND INTERMEDIATE GRADES

SP 010 751

BALL STATE UNIVERSITY
Institute of Gerontology
Muncie, Indiana

ACTIVITIES FOR TEACHING ABOUT AGING

PRIMARY AND INTERMEDIATE GRADES

Edited by

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Muncie, Indiana 47306

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FOREWORD

This resource for elementary school teachers was compiled during the Advanced Teacher Education Workshop on Aging, Ball State University, June 10-21, 1974. The list of concepts recommended for attainment by the students and the activities for aging were derived from (1) suggestions from teachers in the first two years of the Teacher Education Program on Aging (1972-73 and 1973-74), and (2) the experiences of the teachers who compiled this package.

The compilers for the "Primary" section were Sister Maura Daily, special education, primary level, Tenth Street School, Jasper, Indiana; Mrs. Joan Fletcher, kindergarten, Selma Elementary School, Selma, Indiana; Miss Vivian Mahan, third grade, Lincoln School, Hammond, Indiana; and Mrs. Mary Schaffner, third grade, Selma Elementary School.

The "Intermediate" section was compiled by Mrs. Carrollee Allen, fourth grade, Oakland School, Elwood, Indiana; Miss Elizabeth Blizard, fourth grade, Fairview Park School, Logansport, Indiana; Mrs. Elinor Briggs, sixth grade, Cowan Elementary School, Cowan, Indiana; and Mrs. Sue Lewellen, fourth grade, William Reed School, Hartford City, Indiana.

The "Activities for Teaching about Aging" were developed by the teachers in these two groups. The products are included in separate sections of this packet. However, elementary school teachers are encouraged to make use of both sections, no matter what grade level they teach. Most of the activities in each section can be adapted for use at any elementary grade level.

The "Activities for Teaching about Aging" are categorized according to the subject matter area for which they are appropriate--mathematics, social studies, etc. Within each of the categories, the lists are labeled according to the areas of concern or topics associated with the study of aging which they address--"Income," "Health and Mental Health," etc. The lists of activities are color coded as follows: mathematics--green, social studies--yellow, language arts--pink, science and health--blue, physical education, music, and art--orange.

The Institute of Gerontology, Ball State University, is pleased to share this resource with teachers who may be able to use it. The Institute invites your comments and criticism.

H. Mason Atwood, Director
Teacher Education Program or Aging
Ball State University
1978

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INTRODUCTION

The ultimate purpose of the Teacher Education Program on Aging at Ball State University has been to introduce into school curricula accurate concepts and information about aging persons and the aging process. Among the most persistent problems faced by older adults are those that arise from, or are aggravated by, negative attitudes toward aging and commonly held stereotypes of the aged. Such attitudes and stereotypes are due in a large degree to misconceptions and misinformation. Furthermore, they are likely to be formed early in life.

A major thrust of the Teacher Education Program on Aging, then, has been to provide teachers with accurate information and concepts about aging so that the ultimate purpose stated above could be accomplished. Any teachers who use these materials should also attempt to become knowledgeable about aging and the aged in our population. It would be unfortunate if, because of misunderstandings, some of the common myths about and stereotypes of older persons were passed on to the students.

The "Activities" listed in the following pages reflect an emphasis, in the Teacher Education Program on Aging, on introducing the information and concepts on aging into existing curricula. This approach appeared to be more readily accepted by the teachers than the suggestion that they add "units" on aging to their courses. The latter approach is not discouraged, if a teacher thinks it appropriate; but many teachers have already become weary of special interest groups insisting that units on this and that be added to already crowded curricula.

As the "Activities" will show, it is quite possible to teach about aging in the established curricula, often in an incidental manner. Such teaching can go on in almost any of the subject matter areas. It is important, though, that one not confuse "incidental" with "accidental." Careful planning is required.

Although the lists of activities are extensive, they are by no means exhaustive. Creative teachers will think of many other ways to help students learn about and understand the aging process and older adults in our society.

You will note that some activities are listed on more than one sheet in this packet. This is to facilitate location of activities for specific subject matter areas without resorting to cross references.

CONCEPTS FOR TEACHING ABOUT AGING

Recommended by Participants,
Teacher Education Program on Aging
Ball State University, 1972-74

INCOME

I. All people need income to fill needs and wants.

   A. The limit of funds.

   B. Needs for available funds.

   C. Planned use of funds.

II. Wants and needs change at different age levels. What did you want when you were very small? What do you want now? What will you want when you are very old?

III. Almost all people have unlimited wants and limited resources (income). Their income determines what they are able to buy.

IV. There are many sources of income.

   A. Most people receive income from work.

   B. There are other sources--investments, insurances, property, interest on earnings, etc.

   C. People who are retired have incomes based on what they did when they worked--pensions, social security, and the sources in "B" above.

V. At every age, expenditures for maintaining the human being are very great. Food, shelter, clothing and medical care are basic necessities.

HEALTH AND MENTAL HEALTH

I. All people need a good self-image.

   A. Positive concept of self and acceptance of self are important at all ages.

   B. You as a person are very important.

   C. Healthy attitudes are important to people of all ages.

II. All people need many things to maintain their health and well-being.

   A. Food, shelter, clothing.

   B. A feeling of worth--of being needed.

   C. All persons are affected by their environment and the use of that environment. Temperature is an important factor.

III. Physical fitness is essential for persons desiring to make the most of themselves and their lives.

IV. The state of their health is important to all people.

V. Health is likely to determine how and where one lives and to an extent how one earns a living.

VI. Growth and development follow a predictable sequence yet are unique for each individual.

VII. The physical health status of people is dependent on several factors--nutrition, heredity, previous development, activities, and environment.

HOUSING AND ENVIRONMENT

I. Older people, like those of all ages, live in a variety of places. Suitable living arrangements for the aged calls for a choice of housing--physical, economic, cultural.

II. All people need housing.

III. Living arrangements change at all levels of age.

A. Housing needs vary with family situation--desire for privacy and independence at all ages.

B. Elderly people need to be informed of the legal aspect of housing.

IV. There are many kinds of environment, each with its characteristic forms of life.

NUTRITION

I. All people need proper food to keep healthy and to provide energy for activity.

II. Nutritional needs change as people grow older.

These needs change in relation to activities, health, and family involvements.

III. Certain behavior while eating is important to enjoying and receiving benefits from meals.

IV. Good nutrition at all ages affects appearance, self-confidence, and relationships with others.

EDUCATION FOR AGING

I. Education for aging is important at all ages.

II. Older people, just as people of all ages, can learn.

III. Older people, especially, need to be informed as to educational opportunities in such areas as:

A. Social security

B. Unemployment compensation

C. Housing

D. Nutrition

E. Medicare and Medicaid

F. Transportation

G. Adult education

H. Social and religious activities

I. Job procurement

J. Recreation

K. Communication

L. Education for retirement

RETIREMENT ROLES AND ACTIVITIES

I. Retirement means "retirement to" as opposed to "retirement from."

II. Enjoyment of one's total life experience is possible.

III. One must be aware of his many selves and related roles.

IV. Recreation and leisure time should include self-rewarding pursuits and skills.

V. Satisfying interpersonal relations are dependent upon a wholesome self-concept.

VI. Human development is a process which continues throughout life.

VII. Communities have a responsibility to those in retirement and those preparing for retirement through provision of educational opportunities and adequate facilities.

VIII. The present and the future need to be viewed with positive adaptability.

IX. Need for education never ceases.

TRANSPORTATION

I. All people have need for mobility.
Older people need to get to special places--doctor, grocery, etc.

II. The structure of the family has changed due to mobility.
Children no longer live in same area as parents and grandparents, making travel imperative for visits to families.

III. Changes in living patterns have intensified the problem of transportation.
Coping with traffic problems is difficult for older persons. Loss of driver's licenses makes mobility difficult.

IV. People use various patterns of transportation at different times and for different reasons.
One's selection of pattern of locomotion is influenced by one's destination, the time he has to get there, by how he feels, and by his age.

Teaching about Aging in the Elementary School--Records

The form below is suggested for recording appraisals of the success or lack of success a teacher experiences with the activities described in this package. It may be useful in determining whether to use an activity again, use it with modification, or discard it.

LOG OF ACTIVITIES USED

Date	Activity		Appraisal*			Comments
	Page	No.	S	M	U	

* "S"=Successful; "M"=Moderately successful; "U"=Unsuccessful

AN INFORMATION SHEET

(Give a copy to each parent on the first day of school and ask that the sheet be returned as soon as possible.)

1. My name is_____.
2. I have_____brothers and_____sisters.
3. My father's job is_____.
4. My mother's job is_____.
5. My pet is_____.
6. Where did you spend your summer vacation?_____

   _____.
7. Did you visit your grandparents?_____.
8. What is your grandfather's occupation?_____.

   hobby?_____.
9. What is your grandmother's occupation?_____.

   hobby?_____.
10. Do you have a great-grandparent living?_____.
11. My favorite TV program is_____.
12. My favorite movie star is_____.
13. The subject I like best is_____.
14. The subject I like least is_____.
15. My home address is_____.

ACTIVITIES FOR TEACHING ABOUT AGING

PRIMARY GRADES

Compiled by:

Sister Maura Daily
Joan Fletcher
Vivian Mahan
Mary Schaffner

Teaching about Aging in the Primary Grades--Language Arts

INCOME

1. Have children write stories about the given allowance each child might have.

2. Read these stories in class and relate them to older persons and their possible incomes.

3. As a class effort create a story on the board using these ideas:
   a. limit of funds
   b. needs for available funds
   c. planned use of funds

   Relate them to older persons and their possible income.

4. Prepare an oral report on money earned and saved.
   a. Where do you get your money?
   b. Do you save some of it?

5. Write 3 sentences for each of the following ideas.
   a. What do you want now?
   b. What did you want as a very small child?
   c. What do you think you will want when you are grown up?

   Make these sentences with no capitals or punctuation and exchange with a neighbor for corrections.

6. Discuss needs for food, clothing, shelter, and health. Make a list on the board. Are they nouns? Use these nouns in sentences relating the children to their families. (These words are to come from the children.) Extend suitable phrases into short stories.

7. Develop a discussion group on pets and their needs as the children perceive them.

HEALTH AND MENTAL HEALTH

1. Role playing: Assign a person being studied to each member of the class. Have the individual researched as to his or her personality, role in history, appropriate costume, etc. Let the student present himself as that person.

2. Make a movie: Let student committees plan the script and scenes. Tape narration, sound effects and music can accompany the film.

HEALTH AND MENTAL HEALTH (cont.)

3. Discuss needs. Make a list--i.e., food, clothing, shelter. Make a list on the board and determine if the words are nouns. Use these nouns in sentences relating the words to themselves and their families. (These words are to come from the children.) Extend suitable phrases into short stories.

4. Develop a discussion group on pets and their needs as the children perceive them.

5. Using an existing list of contractions create sentences that express some aspect of good and poor health habits.

6. Set up a class project of drawing a mural depicting the health habits listed above and add a suitable sentence describing their contribution.

7. Have children create poems or plays to illustrate how illness affects our actions and that safety must be considered in all we do.

8. If the children are not inclined toward creative projects, there are plays and poems available that can be used for reading and discussion.

9. Give children the opportunity to tell of personal illness or of an illness of someone they know. Discuss how this relates to the older generation. Which illnesses are more common to older people--which to children?

10. Have the children write three things that make them happy and three things that make them sad. Discuss these and relate, wherever possible, to the older generation. Make these into a bulletin board. Work together with the class--the children supplying the ideas. Make a list of the things about others that make them happiest. (ex. smiles, pretty eyes, etc.)

11. In order to promote a good self image, have children bring pictures and write stories about "my" best features and "my" worst features; what I want to be and do--as an adult--as an old person.

12. Promote the above with self identification such as "Charlie Brown" read silently and interpreted orally by the children.

13. Without speaking, have the children tell something about themselves that makes them different.

HOUSING

1. Have the class make up a picture language sentence telling where some older person they know lives.

2. Discuss why different people live in different kinds of housing.

3. Section the class into groups and set the scene for role playing in the family setting. Structure this to include the entire age span from infant to oldest member.

4. Have children write stories about where grandparents live and how the children visit them. Have children read stories aloud and discuss them.

5. Stories and books may be related to the experience of visiting grandparents or having them visit the child.

6. Discuss community housing: apartments, single dwellings, etc. Is one kind better than another? Write about which you prefer and why.

EDUCATION FOR AGING

1. As your discussion of aging and the aged progresses, put your new vocabulary on "Pringle" cans that are dressed as elderly people.

2. Find some McGuffey Readers. Let the children discover words that are new to them. Discuss the difference between this reader and the one they are using today.

3. The magazine Good Old Days would be a good extra reading resource.

4. Letter writing can be a very flexible activity. Letters can be written to an adopted grandparent. The students can write their own version of "What is a Grandma or Grandpa?" The teacher or students can write a letter to General Motors or Ford Motor Company requesting information and pictures about the old cars.

5. Study poetry by James W. Riley. Explain the words in each poem before reading. Have the children learn a couple of the shorter poems to recite for a program at the nursing homes. Bulletin boards, art work and creative writing could stem from poetry study.

RETIREMENT ROLES AND ACTIVITIES

Purpose: To bring to the minds of children thoughts of love, consideration, thoughtfulness, and respect for the aging and aged.

1. Make placemats with verses or kind thoughts for grandparents at Thanksgiving or any other time they come to visit.

2. At Halloween spend some time discussing how older folks may enjoy treating them, but may not be able to wash the soap off windows.

3. Study the song-poem, "Over the River." Compare that with life today and the things they anticipate when they go to Grandmother's house.

4. Dramatize parts of the poem above and sing it.

5. Make a tape describing things familiar to Grandmother and telling how they were used.

6. Invite an older person to class to tell and show some things that have changed since she was a girl or he was a boy.

7. Have children bring pictures of "old times." Discuss them. Write about them.

8. Arrange a bulletin board showing people at various ages along with the activities most common at each age level.

9. Have children role-play at different age-levels; if desired they may write it as a play.

10. Write a description of how you (the child) differ from your baby brother/sister; write another showing how you differ from your grandparents.

11. Make a comparison sheet: Styles, amusements, schools, food, etc.

TODAY	WHEN MOTHER WAS 8 YRS.	WHEN GRANDFATHER WAS 8 YRS.
grocery		
travel		

12. Ask an older person to come to classes and help fill in a chart as in no. 11.

RETIREMENT ROLES AND ACTIVITIES (cont.)

13. Words such as the following could be used in spelling, made into a matching game, found in the dictionary, discussed for meaning or syllables, etc.

adult	mature	juvenile
junior	senior	future
adolescent	infant	employment
retire	income	leisure
Social Security	elderly	attitude

14. Write a story telling how some particular thing which you do now might affect you when you are 70 years old.

15. Select some story from the basic text in reading and re-write it into the way it might have happened in Grandmother's day.

16. Re-write the story of Johnny Appleseed into today's environment.

17. Write the names of ten friends, as old or older than your parents, and tell why you especially like each one of them.

18. Write a letter to your grandparents or some other older person and tell them why you especially admire them. Mail it.

19. Tell about something you did with your grandparents and why you enjoyed it.

20. Tell about something we have now that makes our lives better that we would not have, had our grandparents not worked hard to make that possible.

21. Write a description of what kind of person you think you will be when you are 45 years old.

22. Ask an older person to come to class and tell how he or she lived when first married.

23. Ask an older person to come to class and demonstrate something he or she can do well: cook or bake something, make a whistle, blow bubbles with a spool, etc.

24. Compare adjectives: old-older-oldest; young-younger-youngest.

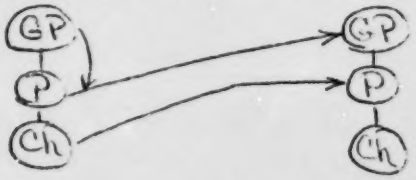
25. Pretend you're an older person. Close your eyes. Tell.

26. Make an album, showing by your pictures how you have changed since you were born. May use snap-shots or drawings.

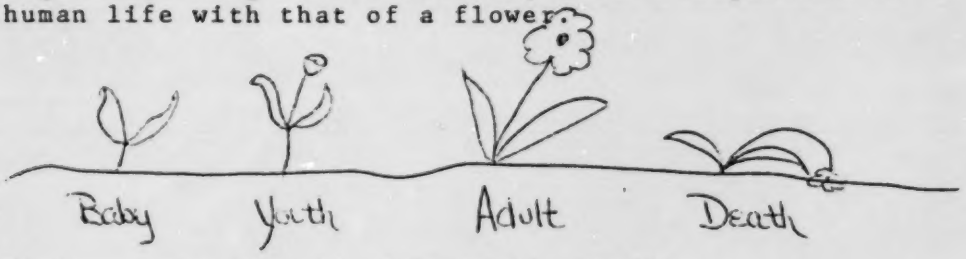
RETIREMENT ROLES AND ACTIVITIES (cont.)

27. Write five things which you can do better than your grandparents. Then write five things they can do better than you.

28. Make a chart similiar to the illustration, and show how when an older brother or sister gets married and has a family, then father and mother move into the grandparent role, etc. Let children imagine themselves in any of the roles.



29. Together, using the blackboard, make a comparison of human life with that of a flower.



30. Visit a home for the elderly if possible.

31. Build (or draw) a "Long Ago Village" and "Down Town Today."

32. As your discussion of aging and the aged progresses put your new vocabulary on "Pringle" cans that are dressed as elderly people.

33. Find some McGuffey Readers. Let the children discover words that are new to them. Discuss the differences between this reader and the one they are using today.

34. The magazine Good Old Days would be a good extra reading resource.

35. Letter writing can be a very flexible activity. Letters can be written to an adopted grandparent. The students can write their own version of what is a Grandma or Grandpa. The teacher or students can write a letter to General Motors or Ford Motor Company requesting information and pictures about the old cars.

36. A class program gives the grandparents a wonderful opportunity to see what is going on at school. Issue invitations to: Open House, Grandparents' Tea, Antique Show (display old and new telephones, old iron and an electric iron, tools, clothing, etc.) Have the children prepared to tell something about the item brought to school.

RETIREMENT ROLES AND ACTIVITIES (cont.)

37. Assign a person being studied to each member of the class. Have the individual researched as to his or her personality, role in history, appropriate costume, etc. Let the student present himself as that person.

38. Make a movie. Let student committees plan the script and scenes. Tape narration, sound effects and music can accompany the film.

39. In the "Listening Corner" have prepared tapes on the subjects "What is a Grandmother?" and "What is a Grandfather?" for the children to listen to in their free time. These tapes should be made using older persons who would cooperate, giving their own impressions of the two subjects. Other materials for the "Listening Corner" would be stories on tapes for the children to use when their other work is completed. If possible, have the books available so that the children may look at the pictures while they listen to the story. Also, you might want to have available crayons, water colors and proper art paper so that the child might express his feelings and impressions through art.

    Examples of stories to tape: Grandma's Holidays
    Grandpa
    Grandfather and I

40. Invite a grandparent into the classroom before the Christmas Holidays and have a cookie bake. Talk about the measurements involved and let the children read the ingredients needed. Let the children make a box stove and dress a figure like a grandma. Place a stuffed puppy by grandma. This display should go near the bulletin board and listening center being used for the stories mentioned in #7 and #8. Have a child print the following poem on a large piece of tagboard.

    Mix them and fix them
    With sugar and spice;
    Cookies for Christmas
    Must look extra nice.

    Cut them and shut them
    In ovens to bake;
    Fleck them and deck them
    With frosting you make.

    Dry them and tie them
    To boughs of your tree,
    But don't let your puppy
    Come sniffing to see.

Don't forget to have a tasting session!

RETIREMENT ROLES AND ACTIVITIES (cont.)

41. Develop a panel to discuss the value of different kinds of recreation and why each is valuable.

42. Have class do a little research to see what some of the many kinds of recreation are available to people of all ages.

43. Have individual reports and demonstrations of these forms of recreation that could be offered for the class.

TRANSPORTATION

1. Discuss the necessity for travel to visit family and friends.

2. Discuss where grandparents live.

3. Locate and pinpoint on map where grandparents live.

4. Discuss the problems of transportation which have been created by different living patterns.

5. Read and write stories about changes in transportation and the reasons for the changes.

6. Discuss the problems of transportation as they relate to older people. Are their problems greater than ours? Why?

7. What are the basic forms of locomotion? Walk, run, hop, jump and slide. All other forms of movement are repetitions or combinations of the basic five. Discuss these five forms. How does age relate to them? How is one's feeling of well-being related to his form of movement?

GENERAL

1. A good foundation of nursery rhymes, poetry, and readings is the beginning of the love of literature.

2. Make trips to public and school libraries to listen to story-telling by librarians or capable older people.

3. Invite older retired persons who love literature to come and visit the classroom to read or speak to the pupils.

4. Teacher may use the last half hour of the school day to read or speak in a literary manner to the pupils.

5. Have books and literary records available for pupils. Encourage use of them.

6. Dramatize stories with a concept of aging.

7. Visit an aging relative or home for the aged in order to dramatize stories and recite poems.

8. Pantomime the graciousness of older people perhaps using grandmother or grandfather clothing.

9. Pleasant morning talks by pupils about family or child events.

10. Dialogues using toy telephone.

Teaching about Aging in the Primary Grades--Mathematics

INCOME

1. Recipe Books. Grandma's Favorite Recipes. When studying measurement in math, ask each student to bring in grandmother's or great-grandmother's favorite recipe. Add to the collection any dishes, menus and meals connected with special areas, such as social studies. Have them copied and illustrated in small notebooks or make a cover sheet from construction paper, copied and illustrated in small notebooks. Let the children decorate their own.

2. Visit a bank and make a deposit. Before making the trip have the children collect pictures and advertisements from the newspapers on the subject. Make an experience chart to be left up so that the children can read. Put the sentences on tagboard strips. Cut the sentences and let the children put them together properly.

3. Read stories about how people traded before money came into use.

4. Discuss the many types of income: i.e. wages and salaries, investments, insurance, interest on earnings, real estate, etc.

5. Take a trip to various supermarkets and compare prices of five different kinds of food.

6. Set up a "grocery store" of empty cans and boxes and let children determine how much they can buy with a given amount of money.

7. With play money, teach the children to make correct change.

8. Ask children to find out how much it costs for utilities each month. Relate this information to needs of various age levels.

9. Make a simple budget for the needs of one person for one day.

10. Make a bulletin board with pictures of clothing. Mark prices on the items such as shirt, sweater, etc. Winter is ideal--boots, overcoat, scarf, mittens, etc., can be related to health (example--dressing for the weather). The activity can be related to age. How do older person's needs differ from those of a child?

HEALTH AND MENTAL HEALTH

1. Ask children to make a time budget showing how much time they spend sleeping, and how much time they are awake in a twenty-four hour period.

2. Ask children to make circles showing time budget; indicate by a section of the circle the amount of sleep needed to keep children healthy; the amount needed to keep adults healthy; the amount of sleep needed to keep older adults healthy. Compare the circles for a class discussion. Why are there differences?

3. Learn to read an environmental thermometer.

4. Learn to read a body-temperature thermometer.

5. Find out what certain temperatures mean.

NUTRITION

1. Discuss the basic foods. Talk about why we must include them in our diet every day. Are the needs different at different ages? How? Why?

2. Make posters showing different foods and food groups.

3. Plan healthful menus for a day, a week, or special occasions. Include children, adults, and older people in your menus. Estimate the cost.

4. Discuss special diets that people may have to follow. (ex. low fat, high protein, etc.) What is the relationship of diet (special) to older persons? How does a special diet affect the food budget?

5. Is it real economy to substitute less nutrient foods because of cost?

6. Make a bulletin board of foods and food groups marking prices on each article.

HOUSING

1. Discuss how families and living arrangements have changed and the reasons for the change. (ex. large families to small--rural to urban living--large houses to small houses or apartments.) Compare costs.

2. Read about different kinds of housing. Discuss economic reasons for each.

3. Discuss community housing: apartments, single dwellings, etc. What are the economic requirements to be eligible for low-cost housing? What are the problems?

EDUCATION FOR AGING

1. Ask children to write addition and subtraction pairs for a grandmother's total birthdays--a grandfather's total birthdays.

2. Ask children to do problems about age: ex. Pam's grandfather is 54 years old. How old will he be in 6 years?

3. Ask children to bring a calendar to class. Build time concepts by discussing days, weeks, months, years. Ask: How many birthdays have you had? Your mother? Your grandmother?

4. Teach children to tell time. Relate minutes and hours to days, months, years. Discuss time as it relates to children, their parents, their grandparents.

RETIREMENT ROLES AND ACTIVITIES

1. Recipe Books--GRANDMA'S FAVORITE RECIPES. When studying measurement in math, ask each student to bring in grandmother's or great-grandmother's favorite recipe. Add to the collection any dishes, menus and meals connected with special areas, such as social studies. Have them copied and illustrated in small notebooks or make a cover sheet from construction paper and let the children decorate their own.

TRANSPORTATION

1. Plan a sightseeing trip for grandparents. Prepare the cost sheet and time table.

2. Have children practice giving directions to an older person. Have each one find an actual opportunity to give directions.

3. Discuss where grandparents live and who has the responsibility of seeing that they are able to get places such as the store for grocery shopping, the doctor or hospital for special treatment, etc.

GENERAL

1. Grandmother is 76 years old, Mother is 45, and Tom is 25. Which one was born first, second, last?

2. Sally and Bill are brother and sister. One was born in 1965 and the other in 1958. Bill is older than Sally. Which one was born in 1965?

3. My grandfather was born in 1908. How old would he be now?

4. I am 8 years old. Dad is 24 years older than I am. How old is Dad?

5. Uncle Fred showed me how to plant a garden. He planted 28 tomato plants and I planted 17. How many did we plant all together?

6. Aunt Ruth was born in 1923. Grandmother was born in 1903. Which one is older?

7. Uncle Frank planted 17 acres of corn. Mr. Smith planted 9 acres more than Uncle Frank. How many acres of corn did Mr. Smith plant?

8. In one retirement home there were 17 people and four empty rooms where they could have put two people in each room. How many people could they care for if the house were filled?

9. In the home for the aged, 16 tables had red roses, and 17 tables had pink roses. How many tables were there?

10. Our trash man is 59 years old. He has been collecting the trash for 17 years. How old was he when he started to collect trash?

GENERAL (cont.)

11. On Grandfather's farm there are 14 hogs, 18 cows, and 3 horses. How many animals has he?

12. If Grandfather gets $78 in his Social Security check and spends $49 of it for groceries, how much will he have left?

13. I have a picture of my dad when he was 27 years old. He says that it was taken 36 years ago. How old is he now?

14. Mr. Haines, who is 75 years old, gets a check for $127 every month from his pension. He has to pay $132 rent every month. How much more does he have to earn each month to have enough to pay the rent?

15. I helped Grandmother wash the dishes last Sunday. There were 7 plates, 5 cups, 5 saucers, and 32 pieces of silverware. How many pieces did we wash?

16. In Grandmother's sewing basket there are 7 balls of blue yarn, 2 balls of red, 8 balls of white and one green. How many balls of yarn does she have?

17. Thomas Edison was born in 1847. Do you think he is living today? Why do you think that?

18. Which was born first - a person who is 69 years old or one who is 96 years old?

Teaching about Aging in the Primary Grades--Social Studies

INCOME

1. Read stories in basic texts or supplementary books that apply to the wants and needs of people.

2. Have the children discuss needs and priorities, since we have unlimited wants. How are these needs and wants related to age? Do they change?

3. Have children make pictures of needs and wants. Have them number them according to priority.

4. Have children discuss with their grandparents what they considered necessary when they were the age the child is now.

HEALTH AND MENTAL HEALTH

1. Use the book by Dr. Seuss, My Book About Me; ditto some of the ideas given. Make other sheets such as each child's drawing of one of his or her grandparents; write a story about why I (the child) like or dislike to play with older people; what I (the child) will look like when I am a grandparent. This is also excellent to be used as a sociogram.

2. Role Playing: Assign a person being studied to each member of the class. Have the individual researched as to his or her personality, role in history, appropriate costume, etc. Let the student present himself as that person.

3. Set up a class project of drawing a mural depicting the good and bad health habits that have been discussed and add a suitable sentence describing their contribution or danger.

4. Make up a bulletin board showing things that make the children happy and things that make them sad. Relate these to the older generation if possible. Work together as a class with the children supplying the ideas and make a list (or picture) of things about others that make them happy. (example--smiles, pretty eyes, shiny hair, etc.)

5. Discuss and develop a list (placed on the bulletin board so students may add to it) of ways a person might get the most out of life. THIS ACTIVITY WOULD BE ONE TO BE USED CAREFULLY. NOT ALL COMMUNITIES WOULD WELCOME THIS TECHNIQUE.

HOUSING

1. Arrange the class into groups and set the scene for role playing in the family setting. Structure this to include the entire age span from infant to oldest member.

2. Discuss where the grandparents live--urban or rural--geographic and/or climate location--environmental, etc. How do the children visit them?

3. Stories and books related to the experiences, visiting grandparents or elderly relatives, or of having grandparents visit the child.

4. Read about different kinds of housing.

5. Discuss community housing: apartments, single dwellings, etc.

6. Talk about the changes in housing and the need for the change.

7. Discuss how families and living arrangements have changed and the reasons for the change. (ex. Large families to small--rural to urban living--large houses to small houses or apartments.)

EDUCATION FOR AGING

1. The Listening Corner: Have prepared tapes on the subjects: "What is a Grandmother?" and "What is a Grandfather?" for the children to listen to in their free time. These tapes should be made using older persons who would cooperate, giving their own impressions of the two subjects.

   Other materials for the Listening Center would be stories on tapes for children to use when their other work is completed. If possible, have the books available so that the children can look at the pictures while they listen to the story. Also, you might want to have available crayons, watercolors and proper art paper so that the child might express his feelings and impressions through art.

   Examples of stories to tape: Grandma's Holidays
   Grandpa
   Grandfather and I

EDUCATION FOR AGING (cont.)

2. As your discussion of aging and the aged progresses, put your new vocabulary on "Pringle" cans that are dressed as elderly people.

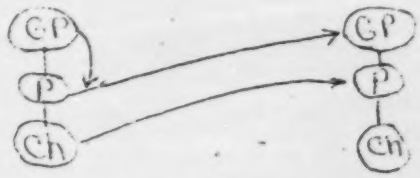
3. The magazine Good Old Days would be a good extra reading resource.

4. Letter writing can be a very flexible activity. Letters can be written to an adopted grandparent. The students can write their own version of "What is a Grandma or Grandpa." The teacher or students can write a letter to General Motors or Ford Motor Company requesting information and pictures about the old cars.

5. Study poetry by James W. Riley. Explain the words in each poem before reading. Have the children learn a couple of the shorter poems to recite for a program at the nursing homes. Bulletin boards, art work and creative writing could stem from poetry study.

RETIREMENT ROLES AND ACTIVITIES

1. Make a chart similar to the illustration, and show how when an older brother or sister gets married and has a family, then father and mother move into the grandparent role, etc. Let children imagine themselves in any of the roles.



2. Visit a home for the elderly if possible.

3. Build (or draw) a "Long Ago Village" and "Down Town Today."

4. As your discussion of aging and the aged progresses put your new vocabulary on "Pringle" cans that are dressed as elderly people.

5. Find some McGuffey Readers. Let the children discover words that are new to them. Discuss the differences between this reader and the one they are using today.

6. The magazine Good Old Days would be a good extra reading resource.

RETIREMENT ROLES AND ACTIVITIES (cont.)

7. Letter writing can be a very flexible activity. Letters can be written to an adopted grandparent. The students can write their own version of what is a Grandma or Grandpa. The teacher or students can write a letter to General Motors or Ford Motor Company requesting information and pictures about the old cars.

8. A class program gives the grandparents a wonderful opportunity to see what is going on at the school. Issue invitations to: Open House, Grandparents' Tea, Antique Show (display old and new telephones, old iron and an electric iron, tools, clothing, etc.). Have the children prepared to tell something about the item brought to school.

9. Bring the older community to class. All of the older persons who share in the life of the community have something to teach your class.

   File an information sheet on each speaker:

Name	Occupation
Address	Phone
Date of Talk	Length of time for presentation
Subject	Visual Aid Used

   Questions Class Submitted (attach)
   Thank-You notes written (date)

10. Recipe books. Grandma's Favorite Recipes. When studying measurements in math, ask each student to bring in grandmother's or great-grandmother's favorite recipe. Add to the collection any dishes, menus and meals connected with special areas, such as social studies. Have them copied and illustrated in small notebooks or make a cover sheet from construction paper and let the children decorate their own.

11. Assign a person being studied to each member of the class. Have the individual researched as to his or her personality, role in history, appropriate costume, etc. Let the student present himself as that person.

TRANSPORTATION

1. Use maps to locate where the children live and where their grandparents live. Pinpoint the places.

2. Discuss the modes of transportation that may be utilized to visit your grandparents. e.g., plane, train, auto.

3. Read stories about families, especially migrant workers or people who travel in their jobs.

TRANSPORTATION (cont.)

4. Why are we a mobile population? What influence has the automobile had on our way of life? Has the structure of the family changed because of our mobility? Discuss and make comparisons. How is our life different (because of transportation) than that of our parents? Our grandparents?

5. What are the reasons that people travel and need transportation? e.g., vacations, jobs, medical care.

6. How do transportation needs differ in metropolitan areas and rural areas?

7. Compare the efficiency of different modes of transportation. Does age make a difference?

8. Why do people select certain forms of transportation? e.g., destination, time schedule. Is age a factor?

GENERAL

POLITICS & ETHICS

1. Vote for class leaders

2. Praise leaders of neighborhood games.

3. Allow different students to lead games on playground.

4. Learn to appreciate honesty and truth. Discussions.

5. Learn to distinguish between honesty and expediency. Discussions. Examples.

6. Learn to respect authority even though you may question it. Role play. Discussions.

7. Enjoy social gatherings. Practice with school events (see below).

8. Seek guidance from parents, teachers, and friends, but make your own choices.

9. Appreciate the world and all that's in it. Learn to appreciate and nurture your environment.

10. Learn to appreciate yourself.

GENERAL (cont.)

SOCIAL ACTIVITIES

1. Promote "give and take" in classroom discussions, parties, games, and conversations.

2. Interest in game activity often produces a "losing of self" atmosphere which is very beneficial at any age.

3. Cub Scout, Brownies, Campfire Girls, etc. are good beginnings for adult club participants later in life.

Teaching about Aging in the Primary Grades--Science and Health

HEALTH AND MENTAL HEALTH

1. Discuss growth of new cells.
2. Discuss the importance of good nutrition and proper diet at all ages.
3. Discuss why one person may eat more than another.
4. Discuss the importance of good sportsmanship to increased enjoyment of the game or exercise, the importance of being a good winner and/or a good loser.
5. Discuss how exercise may be modified after illness, for the physically handicapped, for the aged.
6. Make a list of reasons for moderate exercise and give some examples for each reason.
7. Bring a picture of yourself.
8. Discuss things you can do now that you could not do when younger.
9. Compare differences in people, pets and flowers.
10. Tell about things you like to do.
11. Talk about family get-togethers. Are they multi-generational?
12. Discuss your friendships with older people, younger people and peers.
13. Watch and discuss the growth of plants, animals and people.
14. Watch and discuss the complete life-cycle. Discuss similarities and differences seen.
15. Watch and discuss plants and animals as affected by various stimuli.
16. Provide illustrations of people affected by different factors.
17. Discuss the importance of the medical and dental profession. Stress the importance of the medical profession to diagnose and prescribe illnesses. Self diagnosis can be dangerous.
18. Role playing of medical and dental personnel.
19. Discuss movement. Why is it easier for a child to move than an older person?

HEALTH AND MENTAL HEALTH (cont.)

20. Discuss heat. Why does an older person need more heat than a younger person?

21. Fold a piece of carbon paper around two leaves. After five days study the different color of the leaves.

22. Take a field trip. Observe the different green plants.

23. Have the children write stories about the green leaf and the aged leaf.

24. Discuss how the body uses food and energy from various sources.

25. Does the older person need the same nutrition as you? Why?

26. Can an older person eat as much as you? Why?

27. Discover the differences between physical and chemical changes in matter.

28. Does the body change chemically and/or physically as you grow?

29. Discuss the life of plants and animals. Do they change as they grow in different places?

30. Discuss the five basic forms of locomotion--walk, run, hop, jump, and slide. What are the reasons for the selection of one form at one time over another. Is age a factor? Is the feeling of well-being a factor? Are there other factors?

31. Try some creative movement. Divide the class into two groups and place each group in a corner of the room. In response to questions asked, permit each child to perform moving diagonally across the floor, one child from each group moving at a time. Each child is encouraged to be as creative as possible. Have them move--as if they were ill, old, happy, sad, etc.

NUTRITION

1. Discuss the growth of new cells.

2. Discuss why one child may eat more than another. Discuss why an older person may have a different nutritional need than a child does.

3. Discuss the importance of eating a variety of foods.

4. Make posters of the basic food groups.

5. Plan menus for a day or a week. Include all age groups in your plans.

6. Talk about the possibilities of a diet deficiency affecting: your attitudes, your actions, your well-being, and your future.

EDUCATION FOR AGING

1. SOUND: What kind of sounds do you like to hear? What kind of sounds are not pleasant to your ear? Use records for sound-recognition or let child go behind a screen and make a sound with whatever he finds there and children guess what he is using.

   What is your favorite music--instrument, recording, singer, musician, TV personality who does something musical? Can you tell why you enjoy your choice? How do your parents feel about this? Do they like someone or something else better? What about your grandparents or an older person you know? What do they enjoy? Emphasize importance of sharing time for listening to records, viewing TV, etc.

2. Together, using the blackboard, make a comparison of human life with that of a flower.

EDUCATION FOR AGING (cont.)

3. Bulletin boards: Captions are excellent vocabulary builders--e.g., "Let's Find Out," "Faces and Places to Note," "Mighty Important to Us," "Stages of the Life Cycle."

   Family Tree: Advise the child you and the class will construct a family tree. Talk about who will go at the top, middle, etc. Be sure that the child understands that he will one day move up the tree and will take the place of the grandparent.

4. Have the children prepare tapes on the following subjects:
   What does retirement mean to me?
   What is leisure time?
   What does a person do when he retires?
   Where do older people live?
   Where do older people get their money?
   What is aging?
   Who is old?
   Who is an older person?
   How do I feel about getting old?

GENERAL

1. Take field trips with parents, grandparents, friends, or teachers.

2. Study different types of flowers, birds, plants, and animals.

3. Help build an aquarium, a terrarium, or bird houses.

4. Begin nature notebooks, rock collections, or photography.

HEALTH AND MENTAL HEALTH

1. Do creative movement based on the five basic forms of locomotion--walk, run, hop, jump, and slide. Divide the class into two groups and place each group in a corner of the room. In response to the questions asked, permit each child to perform moving diagonally across the floor, one child from each group moving at a time. Each child is encouraged to be as creative as possible.
   HOW WOULD YOU MOVE:
   to the corner across the room?
   to the corner across the room as fast as you can?
   to the corner across the room if you had all day?
   if you were going to China? to the store across the street? home?

   if you had a cold?
   if today was your birthday?
   if tomorrow you were going to see your grandparents?
   if you were sad? tired? sleepy? happy?
   if you thought no one loved you?

   if you were one year old?
   if you were ten years old?
   How does your sister move?
   How does your mother move?
   How does your grandmother move?

   After a series of activities, discuss similarities and differences, have children perform some of the similarities and differences, and discuss the reasons for the similarities and differences.

2. Set up a class project of drawing a mural depicting health habits. Add suitable sentences to describe their contributions.

RETIREMENT ROLES AND ACTIVITIES

1. Show us your family. This gets us better acquainted with each other and with different media. Use tinker toys, clay, crayons, paint, cut and paste, etc. Ask an older friend to come in and tell about his or her family, show pictures and tell little things she or he remembers about the children and grand-children as they grew up.

2. Skills. Teach children proper handling of brushes, paints, scissors, needles, looms, glue and paste, etc. Emphasize that while older people usually teach younger people how to use things properly, that what they make with them can be their very own ideas. "Follow the Instructions" activities and projects are good for teaching skills but beware of using them too often; after children are familiar with different media, differences in ability begin to show up.

3. Instruments. Plan a regular time for children to become more familiar with the main instruments of the band or orchestra. Invite people of all ages to come in to play their instruments, answer the children's questions, etc. If your band is planning a program, take your children to a rehearsal, if the director is agreeable.

4. Rhythm instruments. Allow children to choose an instrument. Encourage trading instruments several times a session with all children playing together so that no one is on display. When children are familiar with many instruments encourage solos or smaller groups. Record their efforts and let them evaluate. Give mini-concerts to an older or younger group of students or to the cooks and the custodians. This should be a short and undrilled activity of sharing.

   Make a rhythm instrument. Show what you can do with it. Find someone whose instrument sounds very good with yours.

5. Singing will be enthusiastic and rewarding if not much emphasis is placed on drill. It is usually quite effective to let the children know that they sound so much better when they all sing together and that when they sing too loud the music "flies right out the window".

6. Plan a short program for a nursing or retirement home. Or, if children have chosen a special older friend(s), have a program for their parents and their special older friend(s).

7. Build (or draw) a "Long Ago Village" and "Down Town Today".

8. Folk Dance: Study different dances--origin, costume, meaning, etc. Try to find an aged person to work with class as children practice the dance. Use another resource person to

PETIREMENT ROLES AND ACTIVITIES (cont.)

provide music. Use another resource person to help with costumes. Present the completed program, and you will have involved several older citizens in the activity.

9. Use resource persons to teach some of the following activities and to explain their importance for physical fitness: jogging - swimming - dance - baseball - tennis - golf - tumbling - skipping rope

10. Visit the Physical Education Dept. at a nearby college or university. Interest groups are sometimes willing to work with younger classes. Plan a swimming party to encourage grandparents to exercise.

11. Using an existing list of contractions create sentences that express some aspect of good or poor health habits.

12. For a class project, draw a mural depicting the health habits listed above; have students add suitable sentences describing their contributions.

13. Use nursery rhyme songs or folk songs and dances. Emphasize that these have been handed down through generations and that they will probably teach them to their children. Use resource people here, too.

14. Exercise classes interest those older adults who recognize the importance of physical activity as the body ages. They are generally individuals who have included some exercise in their daily living for many years. In exercises for older adults the movements are often performed while the individual is seated on a straight-backed chair. They are interspersed with frequent periods of rest and relaxation and are designed to maintain muscle tone and to provide movement for stiffening joints. Instructions are given for proper breathing, posture, and tension and relaxation of the body.

15. Take a nature walk with grandparents or older friend.

16. Provide bulletin board space for pictures of the aged participating in physical activities. The class may take snapshots if they wish.

17. Ask resource persons to teach a group how to play chess, bridge, dominoes; or lawn bowling, roque, bocci ball, shuffleboard, croquet, etc.

18. Discuss how our health now will determine our health as we get older. Discuss: if we take care of our teeth now, we can expect to keep them all of our life.

19. Encourage the class members to observe the facial expressions of teacher, parent, siblings, etc., and decide which expressions lend themselves for a more youthful appearance. The students can cut pictures or draw their own to add to this activity.

GENERAL

1. Use Christmas cards to make pencil holders, waste baskets, and other gifts for hospitals, retirement homes, etc.

2. Use leather pieces for hot pads, table mats, pocket books, doll dresses, soldier uniforms, and Indian clothing.

3. Use ribbons to tie gift boxes.

4. Use clay to make three dimensional figures, animals, toys.

5. Use lumber for wood burning, background for pictures, paint, or design.

6. Use seeds, shells, etc. for outline drawing.

7. Listen to records for enjoyment and appreciation.

8. Learn to play and create music on an instrument.

9. Experience the joy of personal and group singing.

10. Make valuable choices at free time: read a book, help another student when help is needed, tape record a story, write a story, accept another's choice of a game, teach a new game to playmates, begin a hobby.

11. Pleasant morning singing.

ACTIVITIES FOR TEACHING ABOUT AGING

INTERMEDIATE GRADES

Compiled by:

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Elinor Briggs
Elizabeth Blizard
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There is a need for a more favorable "climate of opinion" among youngsters toward the older people of our nation; a need for understanding of and respect for people of all ages; a need for more knowledge and better understanding of the aging process; and a need for positive attitudes toward aging and the aged.

Our best hope for achieving such understanding, respect, knowledge, and attitudes is probably through the educational process.

OBJECTIVES

1. To develop a way of looking at gerontology that will promote understanding among people of all ages.
2. To furnish gerontological facts and information in a format that will be meaningful to elementary youngsters.
3. To promote attitudes of tolerance, empathy, and respect for older people and understanding of their problems.
4. To correct distortions and stereotyped ideas about older persons (mental problems, over-conservatism, petulance, eccentricity, etc.).
5. To develop positive concepts of aging.
6. To help children realize there are "reciprocal benefits" between youth and older persons.
7. To dispose of the idea that "old age" is a disease caught automaticlly at the age of 65 years.
8. To dispel before it starts the idea that old age is a kind of shameful secret that is unseemly to mention.
9. To promote the concept that aging is a process.
10. To promote a change in curriculum that will help develop wholesome attitudes toward aging.

Teaching about Aging in the Intermediate Grades--Language Arts

1. The use of pictures of old and young together are good stimuli for creative writing. Also a good chance to choose adjectives.

2. Good pictures can be obtained from Eli Lilly Co., Public Relations Dept., Indianapolis, Indiana. (Lilly's "Four Generation" institutional advertising series)

3. Choose books showing positive aspects of aging to read to class. See bibliography, Appendix C.

4. After discussing how to interview a person, a list of questions is prepared. Find out things the children would like to know such as "Where have you lived most of your life?"--"What event can you best remember in your life?" This can be used as a way to encourage students to talk with older people. The questions give a timid student an opening for discussion. Many children will find that people they thought didn't want to be bothered are happy to have company! A lasting friendship can be formed.

5. Make a list of occupations of people the students know. Choose occupations from the list and plan for interviews with the persons so engaged. Have students conduct the interviews and report back to the class. The students should report on the day following the interview. (The reports should be practiced at home the same day as the interview.)

6. Using pictures of old people, have students give you words that they think of when looking at or thinking of old people. This will give a good idea of attitudes for evaluation purposes.

7. English: Make a list of words that make you think of an aged person. Use at least ten words as synonyms and homonyms.

Teaching about Aging in the Intermediate Grades--Mathematics

1. The income of the aged is much less than that of the non-aged.

    1. When people are retired, what does their income consist of?
    2. How is this different from that of people who are working?

    The discussion should bring out fixed, limited income versus income that varies (goes up with inflation), pointing out that on a fixed income a higher percentage of one's money is spent on shelter, food, and medical care. This will also involve pensions and social security.

2. Make arrangements with a bank to establish a program of regular savings for the children. Each child should have his/her own passbook. Bank officials are helpful.

3. Have children prepare a budget and record expenses for a period of a month. Put a list of groceries with current prices on the board, such as:

    1 gallon milk
    1 dozen eggs
    2 loaves of bread
    2 pounds of hamburger

4. A grocery list might be prepared and student can check and compare costs over 1 week period. Results would also include a discussion of the problems involved in getting the aged to the places to shop.

5. Make a graph to show distribution of family income. Use bar, line, picture, or circle graphs.

6. How are tax schedules different for older people? How could taxes make or cause problems on a very limited budget?

7. Present the concept of a reduced income for most retired people. Discuss and list the consequences of having a reduced income. What activities may have to be dropped by the retiree? Will a reduced income affect everyone in the same way? What could be done to alleviate this problem? What can the community do for the elderly relative to this problem?

8. Given the price of bus fare, cab fare, or train fare, etc., how much money would a person spend in a month if he took X number of trips per month?

Teaching About Aging in the Intermediate Grades--Social Studies

RESPONSIBLE CITIZENSHIP

1. List the characteristic faults of older persons.
2. Make a similar list of characteristic faults of youth.
3. Compare the lists.
4. Discuss the needed improvement in one's own life.
5. Film: "The Mystery of Aging" Part I (29 minutes)
6. Transparencies: Stages of biological growth compared with stages of behavioral growth.
7. Panel Discussion: "How you keep and protect your rights." or "What rights do older people have?"
8. Puppet show showing desire for these rights.

OTHER TIMES AND OTHER CULTURES

1. Resource Persons (Aged)

   People from other cultures
   People with recent travel films or slides
   People to demonstrate leather work
   People to demonstrate quilting or any old craft or skill
   People to demonstrate gardening
   Anyone with something to share

2. In the earliest days of our country every family built a cabin as soon as possible. Discuss some ideas that most Americans have clung to concerning homes and independence.
3. Now that more people live in cities, have these notions changed? Discuss these needs that early settlers might not have concerned themselves with. (Closeness to public transportation, groceries and other stores.)
4. Hold a Hobby or Antique Show. Have parents and grandparents bring in articles for the exhibit.

FAMILY LIVING

1. Basic family living patterns vary and change for a variety of reasons: Passing years, change of occupation, change of health conditions, etc. Make a mural showing differences between family patterns in colonial times, early pioneer times, and present times. Use all ages of people included in the family. Show the five basic groupings: at home, at work, at school, at play, and at church.

   Accent the patterns of becoming one family on special occasions and holidays. Thanksgiving is a good time to produce the Pilgrim mural for a history project.
   History of Indiana has a unit on pioneer living coming due about this time which provides an opportunity to produce the second mural.
   The third mural will be a natural follow-up of the first two with the last chapters of the social studies book on "Indiana Today." (Adapt to your state.)

2. Family income is a basic point for the study of the economics of aging in the intermediate grades.
   Make a list of NEEDS and WANTS the family income covers. Mount colored pictures of the items needed in each of the six age groups of the life cycle such as food, shelter, rest, etc. (The age groups are: 1. Infants; 2. Childhood; 3. Teenagers; 4. Youth and Young Adults; 5. Adults; 6. Older Adults.)

3. Have each child bring a bill showing stamp of utilities, clothing, medical care, insurance, taxes or anything that could show the need to have money to pay bills. Hang on the bulletin board under "Needs of People."

4. Composition on the importance of transportation in our everyday lives:

   How would you design transportation to meet the needs of the elderly?
   Have someone from the Traffic Department to talk on the problems of transportation. How has transportation changed in design over the last 50 years?
   Transportation is _____.
   (open end statement)

HEALTH AND HOUSING

1. Discussion to determine children's ideas of age.
   How old is the oldest person in your family? Is it one of your grandparents? How is this person's home different from yours? Like yours? Can you think of any changes which would make this home safer?

2. Read: "The Sugar Pear Tree," by Clyde Robert Bulla, Thomas Y. Crowell Co., N.Y.
   Discussion: How did the various members of the family feel about grandpa coming to live at their home? How would another person's living at your home create a change in your home life? Have you ever lived at your grandparents' home even for a short time? Do old people wish to give up their homes?

3. Class activity. Build examples of the different types of housing an individual might occupy during his life (e.g., apartment, dormitory, house, trailer, retirement home.)

4. Make poster picture of a bedroom at different age levels (e.g., baby room, bunkbeds, single bed-desk-stereo, adult bedroom.)

5. With some modification to fit local and class needs, a community survey could be undertaken to find out what your community provides for the retired elderly. (See Appendix B for a community survey form.)

6. Plan a bulletin board showing all kinds of places for the aged people to live.
   How would these places be suited to their needs? What would a nursing home be like? Why would a person choose to live there?

7. Visit a nursing home.

8. Make a list of ten words to describe an old person's home.

9. Discussion: How would you feel if everyone in your neighborhood were 50 years old?

10. Have someone who moved approximately one year ago tell how he has made new friends and is happy now.

11. Have children relate what would happen if there were no cars in their family.

12. A house must meet the comfort needs of persons to be a healthy place to live. Compare room temperatures--needs for a ten year old child, a thirty-five year old person and a seventy year old person.

HEALTH AND HOUSING (cont.)

13. Plan a safety chart of spots to watch such as stairs, loose rugs, and other danger areas.

14. Invite grandparents or great-grandparents in for a party. Talk about a "dream house."

PHYSICAL FITNESS

1. List those exercises which could be used by the aged person.

2. Construct a graph showing the incidence of lung cancer for non-smokers, 1 pack a day, 2 packs a day.

3. Take a walking tour of the neighborhood. Try to decide on the age of persons living in various homes.

MENTAL HEALTH

1. Discuss the relationship of mental health to physical well-being. How can youth bring happiness to the aged? How does dignity relate to children and the aged?

2. Invite the school nurse to show the relationship of good nutrition to mental health.

3. Watch the TV program, "The Waltons," "The Falling Star," or current similar programs.

4. Discuss a "Senior Citizens' Charter." (See Appendix A.)

5. Make a list of safety rules for the aged; distribute to the community.

6. Write a story concerning our basic rights of privacy, respect, and individuality; what they mean to you; and why they are important to all of us.

NUTRITION

1. List ways in which a younger person (10-11-12) might assist an aged person with shopping; also what might we do to make meal time more pleasant for an aged person.

2. Plan a menu for an aged person with considerations for availability of foods, money and number of persons being served.

3. Plan together a balanced breakfast, then prepare and serve it the first thing in the morning. After eating and enjoying this social hour have the school nurse talk to the children about good nutrition.

4. Have the children gather information about the different kinds of food services offered to the elderly and report their findings to the rest of the class.

5. Have a tasting party of unsalted crackers and colored water to show children how food becomes less tasteful with a diminished sense of taste which accompanies aging.

6. Discuss the way old people may live. Lists might be made of the problems aged are facing with special attention to meeting the nutritional needs. Later discussions might bring about some suggested solutions to these problems.

7. Make a list of types of food essential to each age group of life cycle. Make picture posters of balanced meals for each age group. (Age Groups: 1. Infants, 2. Childhood-kindergarten through sixth grade, 3. Teenagers-12 through 19, 4. Youth and Young Adults-20 through 30 years, 5. Adults, 6. Older Adults)

   Foods providing essentials for growth, development, energy, and repair will vary with the age of the body and maturation.

Teaching about Aging in the Intermediate Grades--General

CREATIVITY

1. Give each student a sheet of colored paper. Write on board: "This is your paper." Tell students they may do anything they wish with the paper--bend it, cut it, crush it. "Make something you'll be proud of." When they have finished, turn to board, cross out "paper," and write "life." Discuss the paper exercise and its relation to having one life to live as we choose and to the uniqueness of each person.

2. Art: drawing, painting, sculpting, macramé, stitchery.*

3. A time should be set aside so children can learn table games from each other.*

4. Listening to music; playing musical instruments; painting; reading; writing; crossword puzzles; model building; maintaining an aquarium; collecting coins, stamps, etc.; jigsaw puzzles.*

5. Teach and promote good reading skills and habits. Provide opportunities for participation in plays, choral readings, and creative writing.*

6. Develop an awareness of "the world around us" by encouraging reading of newspapers and periodicals. Role playing and panel discussions will allow for exchange of ideas.

7. Use photos for creative writing. Photos may be purchased at antique shops at low cost. Distribute and ask students to put themselves "into the picture" by making up names, ages,and occupations. This may be expanded into a biography.

8. Sponsor a poster contest--"Young and Old Together."

9. Write a story, "How I Hope to Be When I Am Old."

10. Make a collage of older faces mixed with younger faces.

11. From a paper sack, make a mask of "How I may look at 65."

12. Read "Charlie Brown" and his attitudes toward life.

13. Display photos of children and their families.

14. Draw different forms of transportation; construct the forms of transportation (milk cartons, wood, clay, boxes, etc.); collage of older people and their transportation needs.

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* Activities in 2, 3, 4, and 5 can be related to aging in two ways: (1) introduction to leisure time activities which can last throughout life and (2) older adults visiting the classroom can help create inter-generational friendships and understandings.

GENEALOGY

1. Discuss ancestry and how we are products of many people. Work out a simplified family tree and help those who want to make an expanded one. One can use dates, etc. to figure life span and other facts of aging. The high infant mortality rates in earlier years can be a source of study of medicine, health and other practices that affect our lives and how they have changed. They may be contrasted with today's methods.

2. A class survey of living parents, grandparents, great-grandparents makes the students aware of aging and life-span.

RETIREMENT

1. Discuss and define retirement with the class. The discussion should focus on the backgrounds of the children. They may discuss grandparents or other relatives. Although age represents a prime factor in our society, the discussion should conclude that there are many reasons for retirement and that one individual differs from another.

2. Based on information in their study of retirement, have each student submit plans for his retirement.

3. Discuss the role of the widow and widower. Attempt to have the class discuss adjustment alternatives. Show the filmstrip "A Touch of Time" if available.

4. Discuss what modern conveniences make it easier for the aged. Make a list of the aids and tell why they help.

COMMUNITY INTERACTION

1. Plan a reception for members of Senior Citizens Club. Students will act as hosts and a game might be planned to get everyone involved. A suggestion is to make a bingo card by having all guests sign names in a square (students get guests' names--guests get students' names), then play bingo. Members of these clubs will probably show a positive side of the aging process.

2. Visit old people in their homes (on May Day) with flowers. This gives students an opportunity to see these people in their homes.

3. Adopt a grandparent. The students can select a person from their community as their grandparent. This person would be included in many of the activities during the school year.

4. Ask persons to come to classroom to share talents or to simply visit and to give students an opportunity to interact with aged or mature persons.

5. Visit your city or county historical society museum if one exists. Make arrangements for older citizens to be hosts and hostesses the day you visit. Discuss special interests before you visit and after you return.

6. Go caroling in the neighborhood stopping at the senior citizens' homes.

7. Take parts of an operetta or other school production to the Senior Citizens' Center, State Hospital, nursing homes, or to other organized groups. Stay about 15 minutes to visit with anyone who wishes to talk to you.

OTHER CULTURES

THE NAVAHO INDIANS AND AGING

OBJECTIVE: To learn how another culture views the aged and aging.
To learn how their beliefs about death differ from ours.

A Navaho once said, "It is truth. Old age is something we all got to go through. All the young ones, boys, girls, even babies and the womens, they all got to go, and white people and Navahos and Mexicans and all different tribes, it don't make no difference. There is no way around, all got to go through old age."*

BACKGROUND: The treatment of the aged varies in Navaho society as it does elsewnere in these United States. But, on the whole, the aged are treated with great respect and consideration. Many Navaho families encompass three generations with elders playing an important part in the family. However, sometimes the very old are neglected and there is often a strong element of fear in the attitude of younger people toward the aged. One Navaho said: "...Navahos are kind of afraid of people about that age (70), they say they might be witch and if you don't feed them they will work against you some way..."*

ACTIVITY: Use the above as basis for a discussion on attitudes on aging and for comparison with our ways. A study of Navahos stated that any remote-dwelling Navahos who survive into their 70's are unusually hardy men by anybody's standards.

BACKGROUND: The grandmother (shima sani) is often the head of the family. It is she who makes decisions and guides other family members. The grandfather is a person of dignity who often is the storyteller who tells of how it was "in the beginning." The most revered elder member is the medicine man or singer. Unfortunately these men are dying out and there are few new medicine men to take their place. The young men today are not willing to devote the time and concentration required to become a singer.

ACTIVITY: List the work or skills that we no longer use that once were very important. What kinds of skills are taking their place? Tell why you think the Navahos have or had different work habits and skills.

BACKGROUND: A Navaho leader in his late forties expressed himself as follows: "The best period in a man's life lies between the ages of 25 and 60. At 25 you begin to know things. You know what is right and what is wrong. You begin to learn a lot of stories about the old days and you begin to learn more all the time. After 60 they begin to slip away from you and you forget things."*

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*Quotations were taken from Children of the People by Leighton and Kluckhohn, Harvard Press, 1947, pp. 89-90.

OTHER CULTURES (cont.)

ACTIVITY: Compare your thoughts to this Navaho man's statement. Why is it important to him to learn about the old days?

CONCEPT: AN APPROACH TO THE SUBJECTS OF DEATH AND DYING AS PRACTICED BY THE NAVAHOS.

The Navahos call themselves Dineh which means simply the people. Their ancestors are called Anazazi which means "the old ones." They also refer to the elder Indians as old ones, which is a term of respect and/or endearment.

For an excellent approach to death use the book, Annie and the Old One by Miska Miles. The author does a beautiful job of explaining death and how the child came to understand that her grandmother would die before too long. It is everything such a book should be. If further discussion is called for, one may wish to talk about the Navahos' attitudes toward death and dying. Not afraid of dying, the Navahos are desperately afraid of the dead because of the chindii (cheen-dee) or evil spirits. Most Navahos will not go near the cliff dwellings of the ancient ones, nor will they handle objects from those dwellings. They fear the dead because they fear the ghost and by being near the dead they might come under the same evil spirit that caused the death.

The hogan or other shelter where death occurs is never used again. The hole is knocked in the north side for evil spirits to escape and sometimes the hogan is burned. In modern times the ill person is taken to a hospital and often "abandoned" because of the fear of the evil spirit.

In the old way bodies were often wrapped in blankets and placed in a cleft in the rocks far from habitation. Now the white man's ways are used and they are buried in graveyards.

To prepare the deceased for its journey, the moccasins are put on the wrong feet so evil spirits cannot follow. Favorite belongings, a saddle, pots, blankets are placed by the body, but all are damaged or torn so the evil spirits cannot use them. Jewelry belonging to the deceased is placed on the body and a horse or sheep is killed. Rapidly, the burial party moves away, using a branch or a broom to brush out their tracks so the chindii can't follow them. For four days they mourn, remaining apart from others. It takes four days for the spirit to circle the world four times. Then it leaves the earth for the land of the dead.

COMMENTS: Which of the Navaho practices do you find most interesting? Why do they hold to their ways? Do you know of any other Indian burial customs?

CONCLUSION: This outline of Navaho beliefs and customs should stimulate some students into further study of Indian and other cultures and their attitudes toward the aged and aging. Discussion should serve to bring to the surface some questions, doubts, fears and superstitions about death and dying.

APPENDIX

APPENDIX A
Senior Citizens' Charter*

RIGHTS OF SENIOR CITIZENS

Each of our Senior Citizens, regardless of race, color, or creed is entitled to:

1. The right to be useful.
2. The right to obtain employment, based on merit.
3. The right to freedom from want in old age.
4. The right to a fair share of the community's recreational, educational, and medical resources.
5. The right to obtain decent housing suited to needs of the later years.
6. The right to the moral and financial support of one's family so far as is consistent with the best interest of the family.
7. The right to live independently, as one chooses.
8. The right to live and die with dignity.
9. The right of access to all knowledge as available on how to improve the later years of life.

OBLIGATIONS OF THE AGING

The aging, by availing themselves of educational opportunities, should endeavor to assume the following obligations to the best of their ability.

1. The obligation of each citizen to prepare himself to become and resolve to remain active, alert, capable, and self-supporting and useful so long as health and circumstances permit and to plan for ultimate retirement.
2. The obligation to learn and apply sound principles of physical and mental health.
3. The obligation to seek and develop potential avenues of service in the years after retirement.
4. The obligation to make available the benefits of his experience and knowledge.
5. The obligation to attempt to maintain such relationship changes added years will bring.
6. The obligation to attempt to maintain such relationships with family, neighbors and friends as will make him a respected and valued counselor throughout his later years.

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*Issued by the 1961 White House Conference on Aging.

APPENDIX B

A COMMUNITY INVENTORY ON AGING*

Name of Community_____Population_____

Type of Community: Rural_____ Urban_____ Suburban_____

School Name_____ Grade or Course_____

Reported by_____ Date_____

I. COMMUNITY ORGANIZATION IN RELATION TO AGING

1. Community committee or council on aging? Yes____No____

2. Sporadic committees? Only____In addition to council____

3. None____

II. COMMUNITY POPULATION BREAKDOWN (For help, see U.S. Census Population Characteristics 1970 for your state.)

1. Total community population_____

2. Persons 65 years of age or over:

(1) Total_____

(2) Percentage of total population_____

(3) Ratio: to total population_____To H.S. youth_____

III. LIVING ARRANGEMENTS OF PERSONS 65 AND OVER

1. Number living in own household, with spouse_____

2. Number living in 3-generation-under-one-roof families_____

3. Number living alone, in own house_____

4. Number living with persons other than children or spouse_____

5. Number living in homes for the aged_____

IV. HOUSING FOR OLDER PEOPLE (Special housing projects)

1. Nursing homes

(1) Number_____

(2) Total capacity (number of patients or guests)_____

(3) Sponsorship (type or types)_____

*Adapted from Youth Looks at Aging by H. Lee Jacobs, The University of Iowa, Division of Extension and University Services, Iowa City, 1969, pp. 49-51.

VII. FORMAL EDUCATION FOR AGING OPPORTUNITIES FOR YOUTH, MIDDLE-AGED, AND OLDER ADULTS

1. In public school adult program

   (1) Special classes or groups Yes _____ No _____

   (2) Regular adult courses with emphasis on needs and interests of older adults Yes_____ No _____

   (3) No special emphasis on aging in the adult education program_____

   (4) No adult education program, as such, in our school_____

2. Programs by other agencies with emphasis on needs and interests of older adults (List agencies and describe programs briefly_____

   _____

3. Education for aging in the secondary or elementary schools. Course(s) or grade(s) in which education for aging is included_____

   (2) Manner of inclusion: Separate unit_____ part of existing curriculum_____ Other_____

   (3) Other education for aging opportunities: Conferences_____ Workshops_____ Youth-Adult (Parent-Youth, etc.) programs_____ Youth-Adult school or community projects_____ Other (describe)_____

   _____

Comments by reporter:

2. Congregate living (retirement homes)

(1) Number_____

(2) Total capacity (number of residents)_____

(3) Sponsorship: Church_____ Fraternal_____

Community_____ Governmental_____

Other_____

V. SOCIAL AND RECREATIONAL OPPORTUNITIES FOR OLDER PEOPLE

1. Extent of church activities for older people:

Very many_____ Considerable_____ Few or none_____

2. Other group or organizational activities for older people

Women's Clubs _____ Service Clubs_____ Community

Recreation_____ Senior Citizen Centers_____ Events

featuring youth-age cooperation and participation

(Describe)_____

VI. EMPLOYMENT OPPORTUNITIES FOR OLDER PEOPLE

1. Gainful employment--organized community effort with

publicized opportunities: Much_____ Considerable_____

Little or none_____

2. Nonremunerative (volunteer) service opportunities

(1) Community effort to motivate older adults:

Much_____ Considerable_____Little or none_____

(2) Special community recognition for such services?

Yes_____ No_____

(3) Special agencies or programs to promote volunteer

opportunities (Describe)_____

_____